

Planning for the Implementation of Quick Wins

How to Use this Tool to Plan for Quick Wins

Use this tool to note problems that were identified through the application of the *Observing the School: Identifying Potential Quick Wins* tool and to develop a plan to quickly and easily address the problem in ways that will make a positive difference for students and teachers.

An example of a completed tool is provided below as a guide, and a blank copy for your use follows. Principals, assistant principals, and members of the School Leadership Team should note problems that are unique to their situation and seek a solution that is viable and fits the needs and culture of the school. It is important to focus on just a few quick wins to demonstrate positive change and provide momentum for the turnaround.

Sample Table

Questions	Behavior	Use of Time	Facilities
Priorities			
What problems were prioritized?	<i>(Ex.) Students talk loudly using profanity regularly in classrooms and hallways</i>	<i>(Ex.) Counselors request to see students during class time</i>	<i>(Ex.) There are potholes in the parking lot</i>
Who prioritized the problems?	<i>(Ex.) Teachers</i>	<i>(Ex.) Teachers</i>	<i>(Ex.) Teachers</i>
Why were the problems prioritized?	<i>(Ex.) Disrupts instruction</i>	<i>(Ex.) Students miss instruction and teachers and classmates have to use time to provide points they missed</i>	<i>(Ex.) They hit the potholes because they are in locations such as entrances and exits; teachers incur costs to fix damaged cars; teachers lose time from school due to repairs; teachers feel demoralized that school does not care about the ways that this affects them</i>
Solutions			
What are some possible solutions?	<i>(Ex.) Review behavior expectations with students and consistently enforce them</i>	<i>(Ex.) Set aside time in the schedule for counselors to meet with teachers</i>	<i>(Ex.) Fill in potholes, repave the parking lot</i>
Who would need to be involved?	<i>(Ex.) Teachers and students</i>	<i>(Ex.) Principal and School Leadership Team</i>	<i>(Ex.) Building engineer, district maintenance office</i>

Questions	Behavior	Use of Time	Facilities
What resources would be required?	<i>(Ex.) Meeting time for teachers; class time for student input</i>	<i>(Ex.) Meeting time and time to reorganize schedule</i>	<i>(Ex.) Manpower and materials to fill in potholes</i>
Can this be done quickly and easily?	<i>(Ex.) Maybe; must have full buy-in from staff to enforce consequences consistently</i>	<i>(Ex.) Yes</i>	<i>(Ex.) Uncertain, need to check</i>
Outcomes			
What is the desired outcome?	<i>(Ex.) A more respectful school climate</i>	<i>(Ex.) Students will not be pulled out class</i>	<i>(Ex.) Parking lot fixed</i>
How do we know we have succeeded?	<i>(Ex.) Observation, teacher feedback</i>	<i>(Ex.) Feedback from counselors and teachers</i>	<i>(Ex.) Complaints end, observations</i>

Questions	Behavior	Use of Time	Facilities
Priorities			
What problems were prioritized?			
Who prioritized the problems?			
Why were the problems prioritized?			
Solutions			
What are some possible solutions?			
Who would need to be involved?			
What resources would be required?			
Can this be done quickly and easily?			
Outcomes			
What is the desired outcome?			
How do we know we have succeeded?			